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ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING, DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY STUDENTS AT LOS ANGELES CITY COLLEGE.

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CALIFORNIA'S "OPEN-DOOR" POLICY HAS LED TO AN INCREASE IN THE NUMBER OF LOW-ABILITY STUDENTS IN THE JUNIOR COLLEGES. IN SPRING, 1964, LOS ANGELES CITY COLLEGE BEGAN AN EXPERIMENTAL PROGRAM FOR 64 STUDENTS WHO SCORED BELOW THE 11TH PERCENTILE ON THE SCHOOL AND COLLEGE ABILITY TESTS. FACULTY VOLUNTEERED THEIR SERVICES, AND AN INTEGRATED PROGRAM OF INTRODUCTORY PYSCHOLOGY, REMEDIAL ENGLISH, AND SPEECH WAS IMPLEMENTED. THE RESULTS OF THE FIRST SEMESTER WERE NOT GREAT, BUT PROGRESS WAS EVIDENT AND IT WAS DECIDED TO CONTINUE THE EXPERIMENT IN FALL, 1964, WITH 100 STUDENTS. IN SUMMER, 1965, THE PROGRAM MOVED FROM THE EXPERIMENTAL TO THE OPERATIONAL PHASE. OTHER INSTRUCTORS ESTABLISHED COURSES IN THEIR DEPARTMENTS TO MEET THE NEEDS OF THESE STUDENTS. THE FOCUS OF THE PROGRAM WAS SHIFTED FROM REMEDIATION TO GENERAL EDUCATION. THOUGH PROGRESS HAS BEEN MADE IN RAISING THE READING LEVEL AND ACADEMIC ABILITY, IT WAS NOT ENOUGH TO ENABLE THE STUDENT TO MOVE INTO A REGULAR COLLEGE PROGRAM. PLANS HAVE BEEN MADE TO EXPAND THE PROGRAM FURTHER. (HS)

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LOS ANGELES CITY COLLEGE

IMPLEMENTING A CURRICULUM FOR PROVISIONAL STUDENTS

By

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January, 1966

...VERSITY OF CALIF.
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ADMINISTRATIVE PROCEDURES INVOLVED IN STIMULATING, DEVELOPING, AND IMPLEMENTING A CURRICULUM FOR LOW-ABILITY STUDENTS AT LOS ANGELES CITY COLLEGE

The presence in the junior colleges of the United States of increasing numbers of low-ability students is forcing the colleges to look long and hard at the "open-door philosophy" they have proclaimed loud and clear for many years and to prove whether they really accept the philosophical edict that "every youngster should be given the opportunity to develop what talents he possesses."

The State law in California requires that a college accept everyone with a high school diploma or over 18 years of age who is capable of profiting from instruction. If a college believes in the "open door" philosophy, there is an implied assumption of responsibility on the part of the college to provide educational programs which will justify the time of the student and the expense to the taxpayer of supporting the college. If, however, a college is paying "lip-service" to the "open-door philosophy", it can develop a program which will, as one cynic has observed, make the "open door" a "revolving door".

It is easy for a college to pursue the latter course and faculty support can easily be generated for it. Most college faculty members are subject-matter oriented and find satisfaction in transmitting the knowledge of their chosen discipline to able students who can comprehend and appreciate the discipline.

Less effort and experimentation in methodology is required to present materials to academically oriented students than to explore the variety of methods necessary to make material meaningful to those not verbally inclined.

The Master Plan of Higher Education, which squarely placed the junior colleges in a tripartite system of higher education in the State of California has lent some philosophical support to the role of the junior college as a screening agency for those not capable of doing academic work of a collegiate nature.

It is difficult to embark upon a program of developing a curriculum suited to the needs and abilities of lower-ability students. Numerous problems arise involving recognizing the problem, motivating and communicating to the faculty, considering and using forces outside the college, being receptive to faculty reaction, encouraging faculty participation and involvement, developing an administrative structure to coordinate the program, considering the financial implications, developing an effective curriculum, finding and encouraging the development of teaching materials, scheduling the program, organizing testing and counseling procedures, recruiting staff members, developing continuous evaluation and developing in-service training for faculty members new to the program.

The purpose of this paper is to explore some of the administrative decisions and procedures involved in implementing such a program as it developed at Los Angeles City College.

The initial step in the solution of a problem is to recognize that one exists and to define it. Los Angeles City College has been fortunate in having as a president an educational leader who has the capacity for recognizing and defining problems early enough to begin working on solutions before they generate explosive force. Quotations from his annual report to the faculty referring to special educational needs of the less academically gifted illustrate his recognition and definition of the problem:

1956 "Attracting a great deal of attention among our citizens and educators is the question of whether we should educate for quality or quantity. Most people are aligning themselves on the side of quality, arguing that we should devote most of our energy and attention to our gifted students . . . . .

"How will the junior college react? Shall we join the procession and begin selecting only applicants with high, albeit not the highest ability ratings? If we do, what measuring devices shall we choose . . . . ?

"These questions are in reality, rhetorical and for the present not in the realm of the possible. Parenthetically, I believe that if we undertook such a crusade

we would be undermining the basic philosophy of our college. For the mission of the junior college is not and never has been, to educate the few. From the inception of our college, and from the beginning of the junior college movement, the philosophy has been to educate all who are capable of profiting from the instruction we offer." [1]

1957 "I find it disquieting to learn that over 500 students were disqualified last semester because of scholastic failure. As you may have surmised, we believe that we can help the students with low aptitude make a better adjustment to City College by advising them to plan their programs of studies in the light of their previous accomplishments." [2]

1958 "Last September I announced that study of the relative scholastic aptitudes of our present and past student body would be made by the Counseling Center. The results of this study, which were made at an institute meeting, confirmed the impressions of some of our faculty that the scholastic aptitude of our present student body as measured by the entrance test was lower than in 1941." [3]

1959 "We shall make a serious error if we fail to recognize the signs of mediocrity which are assailing us: Approximately 38 per cent of this year's class were required to take our English fundamentals course because of low scores on our entrance test. Our greatest rate of increase in freshmen seems to be coming from high schools whose students have low average scholastic aptitude. Conversely, we have not received from those contributing high schools whose students have high scholastic aptitude an increase proportionate to that from other high schools." [4]

1960 "Concerning our responsibility toward offering two-year vocational and transfer curriculums, there has been little, if any, questioning . . . No such unanimity has existed concerning our responsibility toward students who are incapable of succeeding in our most elementary classes. The state law is specific and leaves no doubt about our obligation to accept all high school graduates. How this obligation is to be fulfilled has been the subject of much discussion among our faculty, in our department chairmen meetings, and by the Committee on Academic and Scholarship Standards." [5]

1961 "At the risk of boring you, I repeat that one of our major responsibilities as a junior college is to give every student an opportunity to prove he can do college work. At the same time we have a responsibility to establish standards for admission to our classes. In order to meet both these obligations we have followed for several years a policy of placing on probation

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[1]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1956), pp. 11, 12.

[2]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1957), p. 17.

[3]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1958), pp. 22, 23.

[4]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1959), pp. 11, 12.

[5]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1960), pp. 2, 3.

1961 students who have earned poor high school grades and who make low scores on our scholastic aptitude test. In addition, these students are permitted to enroll only in a limited number of designated courses."[6]

1962 "The scholastic aptitude of our entering students is about the same as it has been during the past several years . . . Approximately 56 per cent of our entering students are entitled to enroll in English 1. About 18 per cent of the students have been placed on first semester probation. On the recommendation of our Committee on Academic and Scholarship Standards, students placed on first semester probation will be limited to a study list of 10 units selected from among a specified group of courses."[7]

1963 "Some faculty members are justifiably critical of efforts to downgrade the junior college curriculum to the lowest level of our students . . . Fortunately we do not now have to offer non-college courses, but if we should they will be offered as part of an extension program but separate from our regular two-year college program. Mixing the two would result in dilution of the college program and confusion in the minds of people.

"Some of us also believe that students not qualified to do "regular", meaning academic college work, should not be admitted. This viewpoint has considerable merit, but it would be contrary to the spirit and the letter of the law establishing junior colleges."[8]

As the numbers of low-ability students at the college increased, the college adopted the policy, as stated in Dr. Lombardi's statements, of separating those students thought incapable of doing regular college work on the basis of their scores on School and College Ability Tests and restricting them to 10 units of specially selected introductory and remedial courses. These courses, shown in Chart 1, were courses recommended by each instructional department. This was found to have an advantageous effect upon the quality of the work done in transfer and vocational-technical courses.

Concern came to be felt, however, that the college was not fulfilling its responsibility to the low-ability student. Studies conducted by the Counseling Office showed that approximately 7,000 students each year took the entrance examination and that 20 per cent, or 1,400 of them, placed below the eleventh percentile on national college freshman norms. Studies also showed that about

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[6]Lombardi, John, "The State of the College" (Mineographed Report, Los Angeles City College, 1961), p. 6.
[7]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1962), p. 10.
[8]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1963), pp. 14, 15.

60 per cent of these students had dropped out by the end of the first semester, with doubtful educational benefit in the process.

Acting on the suggestion of several interested counselors and faculty members, Dr. Lombardi referred the problem to the Committee of Academic and Scholarship Standards. This faculty committee recommended the development of an experimental program for these students which would involve extensive testing, use of programmed materials, cutting across subject-matter lines where desirable, and experimenting with team teaching and other innovative teaching methods. The administrative coordination of the program was assigned to the Counseling Center under a committee composed of the Assistant Dean, the Research Coordinator, and a retired faculty member. Teaching faculty were recruited on a voluntary basis from experienced, enthusiastic, and sympathetic instructors.

The following objectivesof the program were developed:

(1) To obtain information about the "low-Ability" student to see if some characteristics could be found which would identify the "salvageable" student.

(2) To identify methods and techniques of teaching and counseling, which would make it possible to remedy the disadvantage of the student in one semester.

(3) To impart to the student those skills and knowledges which would aid him in finding his place in society.

The initial experiment consisted of enrollment in the Spring, 1964 semester of 64 students scoring below the 11th percentile of national college norms on SCAT. The experimental students were enrolled in an English fundamentals and introductory Psychology course, each of which met for 5 hours a week. The instructors were given latitude to organize time, curriculum, and materials in whatever way they felt would be of most benefit to the program. The California State Department of Employment agreed to assist by administering many vocational aptitude tests and imparting vocational information. For comparative purposes a control group

was similarly tested.

No sooner had the classes gotten underway than a decision had to be made whether to continue the experiment in the fall, 1964 semester. A meeting was held with concerned administrators, the Committee on Academic and Professional Standards, and the faculty members teaching the program. It was decided to continue the program with 100 students in the fall, but to add a speech class, thus increasing class hours to three each day.

During the summer the results of the first experiment were exhaustively studied and a comprehensive review was published by the Counseling Center.[9] Conclusions resulting from this study are shown in Table II.

Discussions among counselors, administrators, and faculty during the semester highlighted three things: Although results were not spectacular, progress toward meeting the needs of the low-ability students was being made; many faculty members were not convinced that educating these students was a proper assignment for the junior college; and since teaching these students was more strenuous and less rewarding than teaching high-ability students, it was felt it would become a difficult task to recruit able and interested faculty members on a voluntary basis if the program were to continue beyond the experimental stage. The idea of organizing a separate, or extension, division of the college and possibly of recruiting specially-trained and interested faculty members was explored and discussed.

Accordingly in his "State of the College" message to the faculty the beginning of the fall semester, Dr. Lombardi emphasized the importance of the problem.

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[9]Young, Edwin A. and Gold, Ben K., "An Experimental Program for Low Ability Students," (Unpublished Counseling Center Research Study Number 64-15, Los Angeles City College, 1964), p. 4, 6.

presented various points of view and indicated that it was the responsibility of the college to continue to explore ways to meet the needs of this segment of the college population.[10]

Concurrent with these developments, increasing participation of the faculty in policy-making decisions was being sought as a result of legislation creating an Academic Senate on each college campus. The Academic and Scholarship Standards Committee was reorganized with a faculty chairman and an administrative executive secretary. The scope of its concerns was increased and its name was changed to the Curriculum Committee. As the fall semester got under way, this Committee addressed its attention to the question of how far the junior college should go in remediating the academic deficiencies of students who came through its open door, and faculty dialogue on the question was encouraged. Points of view expressed by faculty members were duplicated and distributed among all faculty members.

Discussion developed also among the instructional departments of the college. The departments which were most directly involved in the experimental program were the English, Psychology, and Speech departments. Several departmental meetings of the English department were devoted to exploration of the question and a meeting with Dr. Lombardi was requested. At this meeting the department expressed its reluctance to offer English remedial courses lower than the regular English 21 class.

It became apparent also that the education of low-ability students was not a problem unique to Los Angeles City College. It became of such state-wide proportions that the State Department of Education was directed to study the whole

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[10]Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1964)

question of probation and dismissal standards. They submitted a proposal revising graduation, probation, and dismissal standards, which was adopted by the California State Board of Education on June 10, 1965, with the direction that the staff of the Coordinating Council of Higher Education review the proposal, make appropriate recommendations, and transmit it to the California State Board of Education for further action and implementation of the standards for inclusion in the California Administrative Code, Title 5, Education.

The proposal as it related to low-ability students stated: that a first-time freshman should be admitted as a provisional student if his scores on a college aptitude test were below an acceptable minimum for the college of attendance and his grade-point average in high school was less than a "C"; that he should be given special counseling with a study load suitable to his needs; that after he has been on probation two consecutive semesters he shall be dismissed from college.

As these developments were taking place, the experimental program was continuing with about 100 students, with constant evaluation of the needs of the students, methods and materials of teaching in the program, and gradual involvement of more faculty members. Those teaching in the "Block Program", as it came to be called, formed the habit of meeting for coffee on Wednesday mornings and coordinating their offerings into an integrated experience for the students. For example, at the same time that the English class was reading, writing, and discussing the RED BADGE OF COURAGE, the Psychology instructor would encourage a study of the motives displayed by the characters in the book or develop role-playing in similar situations, and the Speech instructors would encourage debates and speeches on the same topics or an examination of various dialogues used in the book.

During the school year there was constant interaction of the various forces affecting this curriculum, such as administrative awareness of the problem, communication with the faculty, administrative direction in solving the problem, reaction of the faculty, reaction of the students, the movement of forces outside the college, a gradual change in the ethnic structure of the community and the student population, and statewide legislative action.

These forces came into focus during the summer of 1965 when several important administrative decisions were made:

It was decided that the program should be moved from the experimental phase into the operational phase. This was based upon a gradual conviction that the program was benefiting the students enrolled in it at the same time that it was facilitating the maintenance of high-quality education and scholastic standards for the rest of the students.

It was decided that administrative control of the program should be shifted from the Counseling Center and placed under the joint supervision of the Dean of Instruction and the Dean of Student Personnel. This was done to encourage even more innovative methods and experimentation. Activities relating to the development of special counseling for the students were to be under the direction of the Dean of Student Personnel while the Dean of Instruction was to direct activities relating to instruction.

It was decided that the program should be operated within the framework of the already-existing departmental structure. During the previous year there had been discussion of developing the program as a separate division or extension of the college and of assigning instructors exclusively to this area. This idea was now rejected. It was felt that the education of the lower-ability students should be accepted as the responsibility of the total college, and that all departments should share in the process. It was feared that if a separate

division were created, an undesirable stratification in the college would develop with both faculty and students in the Developmental Studies Division suffering a loss of prestige. It was further felt that no faculty member should teach only lower-ability students, but that those who had sections of these students should also have regular classes in their subject field.

It was decided that the primary focus of the program should be shifted from remediation to general education. The evidence gained from the extensive testing of the students in the Experimental Program showed that progress was made in raising the reading level and academic ability of the students involved in the program, but that except in a few instances, not enough progress could be made in a semester or a year to enable the student to move into regular college classes with a reasonable chance of success. Since most of the students would not continue in the college more than a year, it was decided to emphasize those things which would help the student to know himself and his potential better, to help him accept realistic vocational goals, to help him become a better citizen, and to help him become more aware of his cultural heritage.

It was decided to expand the offerings from a one-semester program to a year program and to discontinue scholastic disqualification of students after only one semester of work. This decision was made on the belief that the proposals of the State Department of Education on probation and dismissal standards would be effective July 1, 1966 and that the college should prepare for implementing a small-scale program in the 1965-66 school year.

It was decided that the college should develop an Instructional Materials Laboratory as soon as possible. Faculty could make assignments to the Laboratory independent study. This would serve to develop self-discipline and responsibility on the part of the students as well as to free faculty members from repetitive remediation instruction. Each student would be assigned one class hour a week in the Laboratory.

It was decided to ask for funds for experimentation from the Ford Foundation. The extra costs of conducting the Experimental Program had been absorbed by the college. Both instructors and administrators involved in the program had contributed many extra hours of work in attempts to discover teaching methods and materials suited to the needs of the low-ability student. Once the program becomes operational, a large number of students will be enrolled. Continued experimentation, expansion of curriculums, involvment of additional faculty members, exploration of new teaching methodologies and materials, and continued testing and evaluation of the program all will be necessary to keep the program effective and vital. These will require additional funds which the Board of Education could not supply.

In line with his policy of recognizing and defining problems for solution by the college community, Dr. Lombardi made the following remarks in his report to the faculty on September 10, 1965:

1965 "A faculty-administration Curriculum Committee provided a forum for a spirited debate on the Open-Door policy and the responsibility of our College for the education of the low-aptitude students.

"Probably no issue is more important for the future of our College and of all junior colleges. In many respects the debate parallels the struggle that was waged in our secondary schools when it was opened to all eligible youngsters. Then, too, arguments had a similar ring. Then the uneducable were the children of immigrants from the slum neighborhoods in our cities; today, they are the children of Americans living in depressed or segregated neighborhoods of the same cities.

"State policy for the junior college which is becoming more clearly defined may resolve the issue for us. The law is explicit on the right of high school graduates to admission in the junior college. Until recently the right of students to remain in college has been permissive or not clear. During the last five years, admission, retention, and dismissal regulations have been developed which point to a policy midway between the selective policy to the four-year public colleges and the open door admission and retention policy of the secondary schools . . .

"These regulations, although restrictive, impose on the college responsibility for providing a suitable program for students with low ability and extend universal education through the thirteenth grade. They will require extablishment of a grouping or division for taking care of provisional students.

"For us such a grouping will comprise from 600 to 800 first-time students plus 200 to 300 continuing students. We have had some experience with a small group of such students. During the year we will examine the program in order to determine what other steps we will have to take to meet the needs of all of these students. This will be a large order that will require cooperation of many instructors. We will look to the Curriculum Committee for suggestions for developing a college policy.

"One conclusion reached by our College and by most colleges coping with this problem of low-ability students is that remedial classes are not the answer. Because fewer than five in a hundred will ever qualify for the transfer or the technical program, colleges are experimenting with general education programs which emphasize basic concepts and skills . . . .

"In September we will open a Study-Skills Center. Although originally planned for low-ability students, the Center will be open to all students. All instructors may refer students to the Center.

"If a pending Foundation grant is awarded to our district, we may have additional resources to explore new methods of teaching, develop new courses, obtain new educational materials and secure the services of curriculum consultants. This grant is one of five or six being considered for junior colleges in urban centers." [11]

To implement the decisions made, various actions were taken:

The Dean of Instruction organized a Planning Committee consisting of administrators, instructors, and department chairmen involved in the program. This Committee recommended that the first-semester program for Spring, 1966 consist of:

Fundamentals of U.S. History and Govt.	3 units	5 hours
English Fundamentals	3 "	5 "
Communication Skills	3 "	5 "
An elective in one of the special courses in art, business, home economics, mathematics, music or psychology	3 "	3 "
Physical Education	½ "	2 "
	12½ units	20 hours

They recommended further that a second semester program be planned by the Counseling staff and submitted to the Dean of Instruction.

The Counseling Committee appointed for this purpose met and recommended

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[11] Lombardi, John, "The State of the College" (Mimeographed Report, Los Angeles City College, 1965), pp. 5, 8.

that a special "core" course be developed for the second semester. This should meet five hours a week and, in addition to continuing to emphasize reading, writing, and communication skills, it should include elements of personal finance, human relations, personal and business etiquette, and health and nutrition.

The Planning Committee further recommended that up to six units of vocational courses recommended by a counselor and an elective from the list of restricted courses be included in the second semester.

Instructors from the English department, the Secretarial Science department, and the Psychology department were asked to develop the special "core" course and to teach it in the spring semester using a team teaching approach. The three instructors involved were each allowed six hours of teaching time for the spring semester and given complete leeway to adjust their individual schedules to combine the group of 140 in one large section, break it into quiz-sections, develop individual study units or use whatever devices or materials would make the program more effective.

The Curriculum Committee also met. A sub-committee was formed. As a result of their recommendation, a special class in mathematics was substituted for three units of the electives. The Mathematics department set up two sections as control classes and two sections as experimental classes. In one section the "New Math" approach is to be used and in the other section an audio-visual, programmed instruction approach is to be tried.

One of the foreign language instructors wished to participate and offered to add an extra class in Elementary Italian for provisional students to her existing class load.

The second semester program for the spring, 1966 semester therefore was developed, as shown in Table V.

The Dean of Instruction, the Dean of Student Personnel, the Dean of Admissions, and the counselors met to set up administrative controls so that students scoring at the 10th percentile or below on SCAT would be routed into the special courses developed for them. It was decided to continue the policy that students may not withdraw from any of the classes without dropping out of college completely. Special section numbers distinctive from other section numbers are assigned to the special courses. These classes are not listed in the Schedule of Classes. Registration packets are made up for provisional students with the special class cards included in their packets. Their identification cards are coded so that if they attempt to add or drop a class they can be identified in the Admissions Office and referred to a counselor.

It was recognized that the spring, 1966 program as developed was based more upon expediency than upon sound curriculum construction principles and that a major test of the program would come in the fall of 1966 when it is expected that 850 beginning and 200 continuing students will enroll in the program. The sub-committee on the Provisional Student Program was, therefore, asked to recommend an integrated one-year curriculum to be implemented in the fall. They endorsed development of the following types of courses for a one-year curriculum:

	Hours	Units
A Communications course combining Speech and English	10	5
A problems-approach course in the field of social sciences, with emphasis upon development of critical thinking on modern social and governmental problems	10	5
A course in the field of psychology such as Human Behavior	3	3
A general cultural background course to include art, music, and drama. The class might be divided into thirds, with students sampling five weeks in each of the three fields	3	3
The physical world: A course in general science	3	3

	Hours	Units
A course to emphasize consumer education, health, vocational information, personal and business ethics, human relations, etc. The consumer education section might continue with the mathematics content developed in the mathematics course	3	3
Mathematics: Arithmetic for College Students	3	3
Electives	10	5
Total for the year	39	30

This recommendation was debated and finally accepted by the Curriculum Committee and sent on to be discussed by the Academic Senate.

However the time requirements were such that department chairmen needed to move ahead on the fall schedule of classes. Therefore the Dean of Instruction and Dean of Student Personnel called a special meeting of department chairmen involved in developing the recommended courses and commitments were made by some departments to develop and teach the courses. Several snags developed:

The English department voted to offer only a three-hour class instead of a five-hour class. They demurred on developing a special English class for provisional students, but wished to have provisional students added to their regular remedial, or English 21, classes.

The art and music departments did not wish to develop courses for part of a semester, but recommended that students have a one-semester course of either art or music. They agreed to develop new courses to meet the needs of provisional students.

The Social Science department did not wish to develop a problems-approach course. Only one instructor in the department was agreeable to continuing the special History 31 course offered in the spring.

Several positive steps developed too:

The Life Science department was enthusiastic about developing a general science course.

The Business department agreed to incorporate some of the spring "core" class and come up with a course similar to the one recommended by the sub-committee.

The Instructional Materials Laboratory was becoming sufficiently organized so that students could be programmed into it for a class hour each semester to help improve their basic skills.

The Dean of Instruction scheduled meetings with separate department chairmen to work out their individual problems. After considerable give and take and compromising on both sides, the fall schedule was developed as shown below:

	Hours	Units
First Semester		
English 21 Ten or fifteen provisional students will be added to each regular section of this class	3	3
History 31 Four sections of 200 students each will be developed. Each section will have two instructors assigned. They may be broken down into quiz or study groups as the instructors decide	5	3
Psychology 9 The student will be assigned to the Instructional Materials Laboratory. An instructor will be assigned to assist students in improving their basic skills	1	½
Speech 21 (Listening Comprehension)	2	2
Psychology 30 Four large sections of 200 each will be developed for two hours with one small quiz section of 20 each also meeting each week	3	3
Speech 31 (Communications) Sections of 40 students each will be developed	5	3
Physical Education	2	½
TOTAL	21	15
Second Semester		
Life Science Course This will be taught by all the members of the department on a team teaching approach with each member adapting his specialty to the needs of the students	3	3
Art or Music Course A student will take either art or music. The departments will develop special courses which		

	Hours	Units
Art or Music Course (continued) will in general feature large groups for two hours to develop appreciations and small sections of a laboratory nature for two hours a week	4	2
Mathematics Course This will be a special remedial class	5	3
Business Course This will include consumer economics, personal finance, vocational guidance and orientation, human relations, personal and business ethics, business law, and elementary economic understandings	3	3
Electives It is hoped that these will be vocational electives. They will be recommended by a counselor	3-5	4-5
Physical Education	2	½
TOTAL	20-22	15-16

Dr. Lombardi requested and received approval of the assignment of an Administrative Interne under the Junior College Leadership Program of the Kellog Foundation. This Interne was asked to work under the direction of the Dean of Student Personnel. Her services have been helpful in exploring research in the field, in investigating what other colleges have been doing for their low-ability students, in assisting instructors to find and evaluate instructional materials and in writing up a proposal for a Ford Foundation Grant.

In discussing the program as it developed with instructors in the courses, with department chairmen and with other faculty members it became apparent that there was a crucial need for some means of communicating the philosophical background for junior college involvement in education for culturally disadvantaged students, an understanding of the real abilities as well as the educational gaps in their learning, and a recognition of the need for modifying the traditional lecture method of instruction in classes for these students. An in-service

training conference for instructors during the spring semester is being planned to stress these items. Instructors and administrators of junior colleges in southern California will also be invited to participate. In addition to stressing information on the instruction of low-ability students, this conference should accentuate to the faculty that this is a widespread and not a localized concern.

SUMMARY

It is too early to evaluate the success of the program of low-aptitude students at Los Angeles City College. At the present time 240 first-semester students and 140 second-semester students are included in the Spring, 1966 program. The real test of the program will come in the fall of 1966 when it is expected that about 850 students will qualify for the first semester and 200 will continue in the second semester.

To prepare for this, much needs to be done:

The effectiveness of registration and counseling procedures needs evaluation and possible revision.

Additional instructors need to be recruited from the present faculty. As new instructors are hired, they will be expected to participate in the program as part of their teaching load. Orientation procedures for all faculty members involved in the program needs to be developed.

Continuing and increased participation and involvement of the faculty needs to be encouraged. It is hoped that the Curriculum Committee will serve as a coordinating force here and will prove a vital factor in developing policy.

Continued communication and cooperation with department chairmen needs to be maintained. Development of new courses, experimentation in materials and methodology, which are essential to the success of the program, can come only through the effective leadership of department chairmen and the cooperation of faculty members.

Effective organization and use of the Instructional Materials Center needs to be developed further.

Funds need to be secured to allow for experimentation, clerical assistance to instructors in developing materials, in-service training, evaluation and research, and conference time for instructors.

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A P P E N D I X

Table 1	List of courses available to students who have been placed on restricted enrollment status
Table 2	Conclusion of Student Characteristics of Spring 1964 Experimental Program
Table 3	Program of Developmental Studies - Fall 1965
Table 4	Program of Developmental Studies - Spring 1966, Alpha Semester
Table 5	Program of Developmental Studies - Spring 1966, Beta Semester

TABLE I

LOS ANGELES CITY COLLEGE
List of courses available to students who have been placed on restricted enrollment status

COURSE	UNITS	COURSE	UNITS
Accounting 31	(3)	Music 58	(1)
Accounting 37	(1)	Music 59	(1)
Architecture 2	(2)	Music 60	(2)
Biology 32	(1)	Music 61	(2)
Broadcasting 2	(1)	Music 62	(1)
Business, General 1	(3)	Music 70	(2)
Business, General 3	(1)	Music 71	(2)
Business, General 38	(3)	Music 74	(1)
Dental Assistants 1	(2)	Music 75	(1)
Dental Assistants 2	(4)	Music 77	(1)
Electronics 1	(3)	Music 78	(2)
Engineering, General 1	(1)	Music 79	(3)
Engineering, General 10	(2)	Music 81	(1)
Engineering, General 32	(1)	Music 82	(1)
English 21	(3)	Music 83	(1)
English 44	(4)	Music 89	(1)
Geography 40	(1)	Nursing 13	(3)
Geography 41	(1)	Office Machines 2	(1)
Geography 42	(1)	Optics 1	(2)
Geography 43	(1)	Optics 2	(5)
Geography 44	(1)	Photography 1	(6)
Health 10	(3)	Photography 10	(3)
Home Economics 25	(3)	P. E. Activity courses	(½)
Home Economics 30	(1)	Police Science 1	(3)
Home Economics 32	(2)	Secretarial Science 1	(2)
Home Economics 34	(2)	Secretarial Science 33	(1)
Home Economics 35	(1)	Speech 21	(2)
Journalism 5	(2)	Speech 31	(3)
Law 3	(3)	Speech 40	(1)
Law 30	(3)	Speech 41	(1)
Management 31	(2)	Theatre Arts 4	(1)
Mathematics 30	(3)	Transportation 1	(3)
Merchandising 1	(3)	Transportation 2	(1)
Music 40	(2)	X-Ray 11	(1)
Music 41	(2)	X-Ray 12	(1)
Music 56	(2)		
Music 57	(1)		

TABLE II

LOS ANGELES CITY COLLEGE
Conclusions of Student Characteristics of
Spring 1964 Experimental Program

1. The experimental group as a whole appears to have neither the academic aptitude nor achievement level to perform adequately in college level courses. However, there are indications that in situations where (a) time pressure is not a factor, (b) non-verbal mental ability is a relevant aptitude, and/or (c) thinking about problems and situations well-known to them is involved, these students perform at a level above that indicated in the conventional scholastic aptitude tests.

   There is also the implication that these students might profit from learning by means of oral communication (lectures, discussions, audio-visual techniques, etc.).

2. The relatively high percent receiving a "C" average or above and the relatively low dropout rate suggest the value of the program to the students. Although they were required to withdraw from the college if they dropped any part of the program, there did not appear to be any discontent. There may even be value in requiring them to finish the semester since such a requirement forces them to face the reality of their performance in academic type activities.

   In any case, however, there is evidence that the students felt the program to be of value to them.

3. The need pattern of this group indicates potential conflict with the college milieu. Successful performance in the college setting requires students to have already developed to some degree (a) a sense of independence, (b) self-discipline, (c) personal responsibility for organizing his own activities and goals, and (d) desire to do his best in order to fulfill his potential. This is in strong contrast with the group's above average need to follow others, have things well planned for them, to feel inferior and inadequate, and to fail to take on leadership roles. Furthermore, the males tend not to have a desire to do their very best while the females tend to be critical and blame others for their difficulties.

4. Considering interest and occupational aptitude patterns, one finds the females possibly more likely to be successful than the males. Both groups appear to have present aptitudinal functioning levels that suggest potential mainly in semi-skilled and unskilled jobs. The females higher interest areas of social service, clerical and computional activities show more possibilities than those of the

Table II (continued)

males. The males show low interest in outdoor and mechanical activities (where their aptitudes lie) and high interest in artistic, literary, musical, social service, and clerical activities (where their aptitudes do not appear to be strong.

5. Performance in college level work of those students who continue must be evaluated at a later date. Preliminary data, however, indicates the following tentative observations:

   a) a much higher percentage of Negro students than Caucasians registered for the second semester, although grade point average in the program was higher for the Caucasians.
   b) about the same percentage of males as females registered for the second semester.
   c) compared with probationary students in past semesters, the experimental group showed a higher retention rate, a higher percentage with a "C" average or above, and a higher percent enrolled for the second semester.
   d) compared with the entire student body, the experimental group showed a higher retention rate, a lower percentage with a "C" average or above, and a lower percent enrolled for the second semester.

TABLE III

LOS ANGELES CITY COLLEGE
Program of Developmental Studies, Fall 1965

SCHEDULE OF CLASSES

TICKET	COURSE	UNITS	TIME	INSTRUCTOR	ROOM
1910	History 31	3	11 Daily	P. Schlessinger S. Miller	HH 6
1911	English 21	3	8 M Tu W F	M. Haigh	FH 101
			9 Tu	M. Haigh	FH 101
			(8 Th) - (Inst.Matl. Lab)	R. Ruhl	B 132
1912	English 21	3	9 M Tu W F	M. Haigh	FH 101
			8 Tu	M. Haigh	FH 101
			(10 M) - (Inst.Matl. Lab)	R. Young	B 132
1913	English 21	3	8 M Tu W F	J. Franklin	B 131
			9 Tu	J. Franklin	B 131
			(10 Tu) (Inst.Matl. Lab)	R. Young	B 132
1914	English 21	3	9 M Tu W F	D. Moody	B 131
			8 Tu	D. Moody	B 131
			(8 F) (Inst.Matl. Lab)	R. Ruhl	B 132
1915	Speech 31	3	12 M Tu W F	R. Whitten	B 116
			*9 Th		HH 6
			**9 F		EB 201
1916	Speech 31	3	12 M Tu W F	J. Franklin	B 131
			*9 Th		HH 6
			**12 Th		EB 201
1917	Speech 31	3	12 M Tu W F	D. Moody	B 121
			*9 Th		HH 6
			**12 Th		EB 201
1918	Speech 31	3	1 M Tu W F	R. Whitten	B 116
			*9 Th		HH 6
			**1 Th		EB 201
1919	Speech 31	3	1 M Tu W F	D. Moody	B 121
			*9 Th		HH 6
			**9 F		EB 201
1920	Speech 31	3	1 M Tu W F	J. Franklin	B 131
			*9 Th		HH 6
			**1 Th		EB 201

* All Speech 31 classes meet at 9 a.m. Thursday, for listening with Dr. H. Salisbury in Holmes Hall 6.

** Speech 31 classes meet for diction with Mr. R. Whitten in Engineering Building 201 at time indicated.

TABLE IV

LOS ANGELES CITY COLLEGE
Program of Developmental Studies
Alphs Semester - Spring 1966 - Schedule of Classes

TICKET	TIME	INSTRUCTOR	ROOM	
English 21 - English Fundamentals				3 Units
6001	8 M W F	M. Haigh	JH 302	
6002	8 M W F	H. Burnett	JH 304	
6003	8-10 Tu, 8 Th	C. Greene	JH 203	
6004	9 M W F	L. Mesner	B 24	
6005	9 M W F	R. Yunkes	JH 204	
6006	10 M W F	R. Hurwit	JH 203	
History 31 - Fundamentals of U. S. History & Government				3 Units
6008	11 Daily	P. Schlessinger S. Miller	HH 6	
Psychology 30 - Introduction to Psychology				3 Units
6010	10 M W Lec	R. Ruhl	B 131	
"	9 M Quiz	"	B "A"	
6011	10 M W Lec	R. Ruhl	B 131	
"	9 W Quiz	"	B "A"	
6012	10 M W Lec	R. Ruhl	B 131	
"	8 F Quiz	"	B "A"	
6013	10 M W Lec	R. Ruhl	B 131	
"	10 Tu Quiz	"	B "A"	
6014	10 M W Lec	R. Ruhl	B 131	
"	10 Th Quiz	"	B "A"	
6015	10 M W Lec	R. Ruhl	B 131	
"	10 F Quiz	"	B "A"	
6016	1 M W Lec	E. Painton	B 131	
"	9 M Quiz	"	B 132	
6017	1 M W Lec	E. Painton	B 131	
"	9 W Quiz	"	B 132	
6018	1 M W Lec	E. Painton	B 131	
"	9 Th Quiz	"	B 132	
6019	1 M W Lec	E. Painton	B 131	
"	9 F Quiz	"	B 132	
6020	1 M W Lec	E. Painton	B 131	
"	12 F Quiz	"	HH 10	
6021	1 M W Lec	E. Painton	B 131	
"	1 F Quiz	"	HH 10	
Speech 21 - Listening Comprehension				2 Units
6023	9 Tu Th	H. Salisbury	B 131	
6024	1 Tu Th	H. Salisbury	B 131	
Speech 31 - Communications Skills				3 Units
6026	8 Daily	K. McCracken	B 117	
6027	9 Daily	R. Whitten	B 127	
6028	10 Daily	Staff	HH 207	
6029	12 Daily	F. Walton	B 131	
6030	1 Daily	D. Moody	B 121	
6031	1 Daily	H. Nigra	B 127	